

HUSBAND

Born _____ Place _____
Chr. _____ Place _____
Marr. _____ Place _____
Died _____

Bur. _____

HUSBAND'S FATHER _____
HUSBAND'S OTHER WIVES _____

WIFE

Born _____
Chr. _____
Died _____
Bur. _____

WIFE'S FATHER _____

WIFE'S OTHER HUSBANDS _____

SEX CHILDREN
M F List each child (whether living or d.
Given Names

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

SOURCES OF INFORMATION

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UTAH AS IT IS.

and portions of the high school, including theory and practice of teaching; but the growth of secondary and higher instruction was slow, principally because the general poverty of the people made proper preparatory schools elsewhere impossible.

Financially, the Academy may be said to have sprung up out of the native soil. Think of an institution of secondary training supporting its teachers and paying for furniture, supplies and other current expenses out of tuition; and this, too, at a time when the desire for higher education had largely to be created! Yet under just such ordeals of self-sacrifice did Dr. Maeser and his co-laborers bring the institution forward and upward for fifteen years.



BENJAMIN CLUFF, JR.

The first factor in remedying a number of evils was of course the erection of the new building, which provided adequate classroom and other accommodations; the second was the financial support rendered by the Church, whereby the teaching force was augmented and the Normal courses were made free; and the third was the establishment of four year courses—since increased to seven year—leading to a degree. Space will not permit extended mention of many other noteworthy features of the new epoch, inaugurated by Dr. Maeser's able successor, President Benjamin Cluff, Jr., who took charge of the institution in 1892. The commercial courses were segregated and in due time developed into a fully

Husband
Wife

Benjamin CLUFF Jr

Ward
Examiners:

1.
2.

NAME & ADDRESS OF PERSON SUBMITTING SHEET

SCHOOLS AND SCHOOLING.

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equipped commercial college. With the offering of degrees came class organizations and the development of class patriotism. The same circumstance led to the inaugural of the Alumni association, which promises to become a strong educational support.

The progressive growth of the school may be partly estimated by the following statistics of enrollment: In the preliminary term, April-June, 1876, there were in all 59 students; in 1876-7, 272 students; in 1881-2, 464 students; in 1886-7, 333 students; in 1889-90, 484 students; in 1892-3, 1219 students; in 1895-6, 951 students; in 1897-8, 914 students; in 1898-9, 971 students; in 1899-1900, 1075 students; and in 1901-2, 1475 students. The attendance during the year 1902-1903, was 1622, including the Beaver Branch, in which number were students from almost every State and Territory in the West.

Naturally the teaching force has been augmented in a like ratio, these, for the most part, representing men and women who, after graduating from the normal courses offered by the Academy, have taken post-graduate courses in eastern and western universities. Thoroughly imbued as they were with the spirit of the Academy while students, they work together now in complete harmony as a faculty; and the new ideas they gained from study in other institutions, help to invigorate and differentiate their methods to the great advantage of the school. It is, moreover, the policy of the institution to keep a certain number of its teachers constantly abroad as students, to the end that it may keep in touch with the foremost educational thought of the age.

Following are the faculty: Benjamin Cluff, Jr., Nels L. Nelson, Jos. B. Keeler, George H. Brimhall, O. W. Andelin, Christina D. Young, Alice Reynolds, Edwin S. Hinckley, Edward H. Holt, Ernest D. Partridge, Aretta Young, James L. Brown, Anthon C. Lund, Thomas S. Court, John C. Swenson, Josiah E. Hickman, Frederick G. Warnick, George

OF ABOVE TO WIFE

NO ☐

DATA

SEALED (Date and Temple)
WIFE TO HUSBAND

SEALED (Date and Temple)
CHILDREN TO PARENTS